



# RELIGIOUS EDUCATION POLICY

Version Control		
Date	Version	Comments
01/09/22	V2.0	Control feedback sought



Document Edition	Section	Details of change
2022-2023 September	All sections	Formatting

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## 0. Aims

We aim to;

- To provide a supportive, stimulating environment in which each child is enabled and encouraged to attain the highest standard of achievement of which he or she is capable.
- To ensure that the curriculum is broad and well balanced following all subjects in the National Curriculum.
- To value each individual's contribution irrespective of race, gender, religion or ability.
- To encourage children to be aware of their behaviour and how it affects other people.
- To recognise that children have a variety of special needs and endeavour to provide appropriately for the needs of individuals.
- To ensure that the curriculum reflects the richness of our multi-cultural society.
- To foster and build on relationships with parents, governors and the wider community.
- To provide a planned process of staff development

Every child must be free to express their thoughts and opinions and to access all kinds of information.  
(article 13)

Every child has the right to think and believe what they choose and also to practise their religion.  
(article 15)

## 1. Vision for RE

The aim of the RE curriculum is to engage pupils in asking questions and seeking out knowledge about significant human issues. Through exploration of different religions and world views, children can develop the understanding and skills needed to appreciate and evaluate varied responses to these issues, as well as developing responses of their own.

Through learning about a diverse range of beliefs and teachings, children will develop an ability to be able to enter into a thoughtful dialogue with those who hold opposing ideas to their own and as such will be able to participate positively in our diverse society.

## 2. Scheme of Work

Schemes of work show how the National Curriculum programmes of study and attainment targets can be translated into a practical plan.

- The school is using the Tower Hamlets Agreed Syllabus to inform planning across the key stages.
- R.E is included in long and medium term planning.
- Teachers produce a half-termly unit plan for RE.
- RE is taught as part of whole-school assembly time and phase-assembly time.
- A class book is used to record outcomes and document trip and visits.

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### 3. Teaching and Learning

Primary education is a critical stage in children’s development – it shapes them for life. As well as giving them the essential tools for learning, primary education is about children experiencing the joy of discovery, solving problems, being creative through all subjects, developing their self-confidence as learners and maturing socially and emotionally.

At Cyril Jackson we want to continue to focus on raising standards while not being afraid to combine that with making learning stimulating, hands-on and fun.

Our goal is to combine excellence in teaching with enjoyment of learning.

In teaching R.E we aim to enable children to:

- Acquire an understanding, appreciation and respect for the many different faiths that people hold.
- Gain an awareness of their own needs and feelings and a sympathetic understanding of the needs and feelings of others.
- Make use of the local resources in the community and borough to develop understanding and make R.E. meaningful to pupils in the classroom.
- Visit places of worship and be able to reflect and ask questions about faith communities.
- Class books are currently being developed as a way of recording learning, activities and visits.

See teaching and learning policy.

### 4. Assessment

Learning must be focused on individual pupils’ needs and abilities. Assessment for learning is a powerful tool for making sure that learning fits individual needs. A focus on individual children will help to mainstream support for children with particular needs.

- Children’s work is monitored on a termly basis to ensure breadth and coverage.
- Child interviews take place in the summer term to ascertain children’s views on the subject.

### 5. Resources

There are comprehensive sets of artefacts, visual resources and teaching materials to support learning about each of the major faiths explored in school. These are stored in the North and South Building Humanities cupboards.

### 6. Trips and Visits

By year 6 the children should have been given the opportunity to visit a place of worship for all of the six major world religions. Places of worship have been identified in Tower Hamlets for each of the 6 major religions.

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## 7. Partnerships

We celebrate strong links with our local church, St Anne's and representatives are involved in whole school celebrations of Festivals and are invited to talk with classes as part of learning about different faith communities.

## 8. Training Opportunities

We believe that all staff working at the school are entitled to a framework of support to enable them to develop effectively, confidently and competently within their role. Staff development will raise achievement and improve the learning environment within the school. Support is being offered both from within the school, and through external agencies/institutions. Please see the CPD Policy for more information.

## 9. Equal Opportunities

The school is committed to the following:

- Opposing all forms of discrimination – individual and institutional, direct and indirect.
- Challenging all forms of discrimination about different groups in society.
- Translating good equal opportunities principles into all our policies and practice.
- Maintaining and developing an inclusive culture where every individual feels valued and aspires to succeed.

See Equality Policy.

## 10. Monitoring Arrangements

This policy will be reviewed as guidance from the DfE is updated, and as a minimum triennially by the RE Lead. At every review, the policy will be approved by the LGB.

## 11. Links with other Policies

This policy links to the following policies:

- Teaching and Learning policy
- Equality Policy
- CPD Policy
- Health and Safety Policy
- CJPS Risk Assessment

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